



CALIFORNIA STATE PERSONNEL BOARD

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ARNOLD SCHWARZENEGGER, Governor



DATE: April 27, 2007

MEMO TO: ALL STATE AGENCIES AND EMPLOYEE ORGANIZATIONS

SUBJECT: PROPOSED GOVERNMENTAL PROGRAM ANALYST CLASSIFICATION

On May 8, 2007 from 1:00 PM - 2:00 PM, the State Personnel Board (SPB) will hold a public hearing regarding the proposed establishment of a new classification titled Governmental Program Analyst.

Interested parties are encouraged to submit any pertinent comments in writing before the meeting and are also invited to present their views orally at the meeting. Written comments should be addressed to Daisy McKenzie, State Personnel Board, 801 Capitol Mall, Sacramento, CA 95814.

BACKGROUND:

The State Personnel Board staff is proposing to facilitate the recruitment and entry of recent college graduates into state service by developing a new classification specifically targeted for college students and a new internet-based testing process that will be available to anyone who wishes to take the test at any time.

PROPOSAL:

In consultation with the Department of Personnel Administration (DPA), the Union (SEIU), and State departments, SPB has developed a new classification titled "Governmental Program Analyst" that has one minimum qualification pattern: Graduation with a Bachelor's degree from a recognized four-year accredited college (with early entry feature that allows registered Seniors to compete).

This classification will be at the same level as the current Staff Services Analyst, Range C classification with a provision to hire above the minimum salary step for exceptional candidates. Transfers into this class shall not be permitted.

Karen Coffee, Chief
Merit Employment and Technical Resources Division



May 8, 2007

TO: STATE PERSONNEL BOARD

FROM: Karen Coffee, Chief
Merit Employment and Technical Resources Division

SUBJECT: Proposed establishment of the Governmental Program Analyst Classification with a one-year probationary period.

PROPOSAL:

Over the next few years all state departments are anticipating a hiring crisis of huge proportions as close to 30 to 40% of state workers reach retirement age. Professional employment classifications are already experiencing recruitment and retention difficulties. The State Personnel Board staff is proposing to facilitate the recruitment and entry of recent college graduates into state service by developing a new classification specifically targeted for college students and a new internet-based testing process that will be available to anyone who wishes to take the test at any time.

In consultation with the Department of Personnel Administration (DPA), the Union (SEIU), and state departments, SPB has developed a new classification titled "Governmental Program Analyst" that has one minimum qualification pattern: Graduation with a Bachelor's degree from a recognized four-year accredited college (with early entry feature that allows registered Seniors to compete).

This full journey person level classification focuses on core competencies, such as written and oral communication, analytical ability, and research methods and data interpretation. These fully developed competencies distinguish the proposed class from the Staff Services Analyst classification which focuses on work at the trainee level through journey level and the development of required competencies.

Ideally this classification will be at the same level as the Staff Services Analyst, Range C classification with a provision to hire above the minimum salary step for exceptional candidates. This will eliminate the need for allocation standards and potential out of class claims and will provide department's maximum staffing flexibility. SPB staff does recognize that salary determination is the prerogative of DPA and SEIU. No changes are proposed to the current classification of Staff Services Analyst and it would remain an avenue for upward mobility within state service. Transfers into the new class shall not be permitted and that a one year probationary period be established.

State Personnel Board staff proposes the use of an internet based Life Experience Questionnaire testing instrument administered on an open continuous basis. The test will focus on the needed core skills, identifying training, education, background and experiences that are necessary for entry into the class. The testing system will allow state departments the ability to sort for specific skills and allow for better use of the eligible list and a better job person match. The test and resulting eligible list will be provided by the State Personnel Board for use by all departments at no cost.

CONSULTED WITH:

Daryll Tsujihara, Department of Personnel Administration
Debbie True, Department of Personnel Administration
Margarita Maldonado, SEIU
Kathleen O'Connor, SEIU

RECOMMENDATIONS:

1. That the classification of Governmental Program Analyst be established;
2. That the proposed specification for the class as shown in this calendar be adopted;
3. That the probationary period be established as twelve months;
4. That all existing classes which list Staff Services Analyst, Range C in their Minimum Qualification patterns be revised to include an equal amount of time for the Governmental Program Analyst; and
5. That no transfers will be allowed into the Governmental Program Analyst classification.

CLASSIFICATION CONSIDERATIONS

Instructions: Complete after if Concept (Part A) is approved by DPA. Answer all applicable questions, providing enough information to support your proposal. Return this with a signed transmittal form to your DPA and SPB Analysts.

Background

1. Provide some historical perspective about the organizational setting of the subject class(es) and the needs that this request addresses.

Over the next three to five years California State Departments are facing an unprecedented number of employees reaching retirement age. It is estimated that upwards of 30-40% of the state workforce will be eligible for retirement within the next five years. It is imperative that the State of California plan for the loss of a significant portion of its workforce due to retirement and create recruitment strategies to address the need to replace its workforce.

It has become difficult to attract and hire recent college graduates into State service. Recruitment of recent college graduates has become increasingly competitive between public and private sectors. The current avenue available to bring college graduates from outside State government into California State service is through the Staff Services Analyst (SSA) classification. Recent statistics demonstrate that close to 80% of appointments into the SSA classification are through transfers and are not list appointments.

In order for State Departments to be competitive with the private sector and other public sector employers, they must be able to quickly identify qualified candidates and make job offers. The current process of requiring college graduates to compete in a validated written examination requires individuals to appear at a test site in Sacramento. Seating is limited and the test center is operating at full capacity. As a result many individuals who want to take the SSA examination are not able to secure a testing appointment.

Following the Information Technology model, this problem must be addressed in a broad a systems approach. A selection process is only as good as the classification on which it is based. The SSA classification is fraught with problems and is no longer facilitating the entry of college graduates into State service. To resolve this problem requires both a new classification and a new selection process.

The State Personnel Board (SPB) staff after consultation with the Department of Personnel Administration (DPA) and the Union (SEIU) are proposing to facilitate the recruitment and entry of recent college graduates into state service by developing a new classification specifically targeted for college students and a new internet-based testing process that will be available to anyone who wishes to take the test at any time. SPB will develop a "Life Experience Questionnaire" (LEQ) which will be internet based, thereby allowing the automated processing and testing of candidates with immediate list eligibility. Candidates who are college graduates will complete the internet questionnaire and receive additional credit for work and school experience that likely enhances their ability to perform the job successfully. This information will reside in a searchable database that can be accessed by hiring departments and supervisors in order to select

those individuals from the eligible list who best meet the requirements for specific vacancies.

The proposed new classification titled Governmental Program Analyst (GPA) will be the full journeyman level, and will be at the same level as the current Staff Services Analyst, Range C classification, which has been considered entry level professional into state service. The class specification for the GPA is based on Core Competencies identified by a professionally conducted job analysis which identifies specific areas of skill and expertise required to successfully perform the job.

The proposed new classification GPA will have one minimum qualification pattern: Graduation with a Bachelor's degree from a recognized four-year accredited college (with an early entry feature that allows registered Seniors to compete in the examination). Transfers into this class shall not be permitted.

Classification Considerations

2. What classification(s) does the subject class(es) report to?
The GPA is proposed to be a service wide class, that can be utilized by all state departments. While the reporting structures within each department may vary, generally GPAs will be reporting to positions at the Staff Services Manager level or higher.
3. Will the subject class(es) supervise? If so, what class(es)?
N/A, the GPA is not proposed as a supervisory class.
4. What are the specific duties of the subject class(es)?
Incumbents will provide independent professional level analysis, research and technical assistance in one or more staff services areas. Incumbents perform above average responsible, varied and complex technical analytical staff services assignments such as program evaluation and planning, management, and personnel analysis. Incumbents gather, compile, organize, analyze and interpret data, make recommendations and disseminate information through oral presentations, reports, memos, graphs, and charts and provide consultative services to management and others.
5. What is the decision-making responsibility of the subject class(es)?
Incumbents in the GPA are expected to be performing analytical duties at the full journeyman level. Incumbents must have the ability to conduct research and make independent decisions and recommendations after assessing relevant data and information.
6. What would be the consequence of error if incumbents in the subject class(es) did not perform their jobs? (Program problems, lost funding, public safety compromised, etc.)
Incumbents in the GPA classification will be responsible for making program level recommendations which may impact departmental policies and practices. Consequence of error is high and could negatively impact departments by causing program problems, lost funding, etc.
7. What are the analytical requirements expected of incumbents in the subject class(es)?
This is the full journeyman level analyst class. Incumbents are typically subject matter generalists who have demonstrated possession of intellectual and analytical abilities,

decision making skill, and personal qualifications to succeed in a variety of staff services roles.

8. What are the purpose, type, and level of contacts incumbents in the subject class(es) make?

Incumbents advise management on impact or potential impact of proposed courses of action relevant to a broad range of governmental and managerial problems that may be interdisciplinary in nature. Incumbents may act as team leaders or coordinate the efforts of representatives of various governmental agencies on larger projects, represent the State or a given department as assigned to interested stakeholders for specific programs or projects.

Need for New Class (if necessary)

9. For new classes only: what existing classes were considered and why were they not appropriate?

Historically the SSA classification has been utilized for recruitment purposes of college graduates, and has been considered the entry level professional into state government. Over time, State departments have begun to make appointments into the SSA class through transfers and have not made list appointments to the class thereby eliminating the avenue for college graduates to enter into State government. Job analysis conducted for the SSA classification has determined that many of the incumbents currently appointed to the entry SSA positions are actually performing clerical rather than analytical duties. Additionally, salaries of clerical classes have overtaken the the SSA salary which may no longer be competitive to attract college graduates.

The GPA has been developed to specifically target the recruitment of college graduates, to facilitate a time efficient method for hiring them into state government and to bring them in at the full working level. No existing classes were determined to adequately meet this need.

Minimum Qualifications

10. What are the proposed or current minimum qualifications of the subject class(es), and why are they appropriate? (Include inside and outside experience patterns.)

Education: Graduation with a Bachelor's degree from a recognized four-year accredited college or university. (Registration as a senior in a recognized institution will admit applicants to the examination, but they must produce evidence of graduation with a Bachelor's degree before they can be considered eligible for appointment.)

One pattern is proposed for the new GPA class, graduation from a recognized accredited four-year college or university. Additionally, it is proposed that no transfers be permitted into the GPA classification. The proposed GPA has been determined to be at the full journey person level. Development of the proposed GPA class was based on data collected from two Job Analyses for the SSA classification, and a review of public sector and private sector classes and hiring processes.

Probationary Period

☐ The probationary period is six months

11. If a probationary period other than six months is proposed, what is the rationale?

A twelve month probationary period is proposed to provide adequate time to evaluate an incumbent's performance on the job and is consistent with similar professional classes.

Status Considerations

12. What is the impact on current incumbents?

None. No transfers will be permitted into the proposed new GPA class. The GPA is a proposed new classification. Further, State Departments will not be required to utilize the GPA class. State Departments can assess their individual needs and will have the ability to utilize the GPA class if they determine the class will meet their needs. The intent of the creation of the GPA class is not to impact Departmental use of the SSA classification or program specific classes, simply to provide a new classification at the full working level for the purposes of recruiting college graduates.

Additionally it is proposed that all existing classifications which list the existing SSA, Range C class in their Minimum Qualifications be modified to include an equal amount of time to the existing MQ pattern for the proposed new GPA classification.

13. Will current employees move by examination, transfer, reallocation, split-off, etc.? Explain rationale.

N/A, the proposal to create the GPA does not include automatic movement of current employees. Appointments to the GPA class must be made through list eligibility. Employees who meet the Minimum Qualifications have the option to take the examination to attain list eligibility. Transfers will not be permitted into the proposed new GPA class.

Consulted With

14. In addition to the departmental contacts listed on the cover sheet, list the names and affiliations of persons who were consulted during the development of this proposal.

Daryll Tsujihara, Department of Personnel Administration

Debbie True, Department of Personnel Administration

Margarita Maldonado, SEIU

Kathleen O'Connor, SEIU

CALIFORNIA STATE PERSONNEL BOARD

SPECIFICATION

Schematic Code:
Class Code:
Established: 5/1/07
Revised: ----
Title changed: ----

GOVERNMENTAL PROGRAM ANALYST

DEFINITION

Under supervision, incumbents provide professional level analysis, research and technical assistance in one or more staff services areas. Incumbents independently perform above average responsible, varied, and complex technical analytical staff services assignments such as program evaluation and planning; policy analysis and formulation; systems development; budgeting, planning, management, and personnel analysis. Incumbents gather, compile, organize, analyze and interpret data, make recommendations and disseminate information through oral presentations, reports, memos, graphs and charts and provide consultative services to management or others. This is the full journey person level analyst class. Incumbents are typically subject-matter generalists who have demonstrated possession of intellectual and analytical abilities, decision making skill, and personal qualifications to succeed in a variety of staff services roles.

TYPICAL TASKS

Incumbents are assigned above average analytical work on a broad range of governmental and managerial problems that may be interdisciplinary in nature. Incumbents may be assigned to work independently as departmental representatives on complex and controversial intergovernmental projects. Incumbents conduct and/or review analytical studies and surveys; formulate policy recommendations and procedures, program alternatives and make recommendations on a broad spectrum of administrative and program related problems and issues. Incumbents review and analyze proposed legislation and advise management on the impact or potential impact; act as team leaders or coordinate the efforts of representatives of various governmental agencies on larger projects; represent the State or a given department as assigned; and perform other related duties.

MINIMUM QUALIFICATIONS

Education: Graduation with a Bachelor's degree from a recognized four-year accredited college or university. (Registration as a senior in a recognized institution will admit applicants to the examination, but they must produce evidence of graduation with a Bachelor's degree or its equivalent before they can be considered eligible for appointment.)

REQUIRED COMPETENCIES

Analysis and Problem Solving: ability to break down problems into components and recognize interrelationships; generates a range of alternative solutions and courses of action with benefits, costs, and risks associated with each.

Reading Comprehension: ability to understand and interpret written material, readily locate relevant details, facts and specifications needed and apply that information to specific situations.

Mathematical Skill: shows the mathematical and quantitative reasoning and insight needed to perform essential job functions; accurately construct/interpret graphical presentations of quantitative information such as charts, tables, and graphs.

Attention to Detail: show a high level of care and thoroughness in handling the details of the job; check work to ensure completeness and accuracy; maintain focus and quality under distracting working conditions with high workload.

Action and Results Focus: stays clear and focused on what is expected or needs to be accomplished; gets things done well and efficiently.

Self Management: prioritizes tasks with respect to importance and deadlines; adjusts priorities as situations change.

Initiative and Innovativeness: readily spots/identifies current and potential problems and opportunities for improvement; approaches problems with novel, resourceful, or imaginative solutions.

Written Communication: uses correct vocabulary, grammar, sentence structure, spelling and punctuation in order to present information clearly and in an organized manner; varies content, tone and style to suit the purpose and intended audience.

Oral Communication: uses correct vocabulary and grammar to present information/ideas clearly and in an organized manner, according to audience and purpose.

Negotiating: works from a strong knowledge base to establish rapport and trust with other parties in order to reach agreeable deals or compromises.

Relationship Building: develops and maintains cooperative working relationships and continuously works to improve relationships, contacts, and networks.

Customer Focus: shows interest in and understanding of the needs, expectations, and circumstances of internal and external customers at the individual, group, or organizational level.

Planning and Organizing: determines the logically necessary sequence of activities and the efficient level of resources needed to achieve a goal; anticipates problems and mitigates risks.

Valuing Diversity: understands the benefit of having differing backgrounds and points of view in the workplace, leverages those differences to contribute to effective decision making.

SPECIAL PERSONAL CHARACTERISTICS

Willingness to work independently doing routine or detailed work in order to learn the practical application of administrative principles; and demonstrated capacity for development as evidenced by work history, academic attainment, participation in school or other activities, or by well-defined occupational or vocational interests; willingness and ability to accept increasing responsibility.

TRANSFERS INTO THIS CLASSIFICATION WILL NOT BE PERMITTED.